R E P O R T R E S U M E S

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THE NONGRADED ELEMENTARY SCHOOL, NEW MEXICO WESTERN STATES SMALL SCHOOLS PROJECT.

BY- THOMPSON, JOHN F. THOMPSON, MRS. JOHN F.
NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE

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DESCRIPTORS- *ACHIEVEMENT, ADMINISTRATION, COOPERATIVE EDUCATION, ELEMENTARY SCHOOLS, ENVIRONMENT, LEARNING, *NONGRADED CLASSES, NEEDS, *OBJECTIVES, ORGANIZATION, PROJECTS, PARENTS, *RURAL SCHOOLS, TEACHING,

THE NONGRADED SCHOOL IS DEFINED AS A SCHOOL WHICH PROVIDES FOR THE CONTINUOUS, UNBROKEN, UPWARD PROGRESSION OF ALL PUPILS, FROM THE SLOWEST TO THE MOST ABLE. THIS TYPE OF SCHOOL WAS ORGANIZED AT THE LARGO CANYON SCHOOL (APPROXIMATELY 50 STUDENTS IN GRADES 1-8) IN THE JEMEZ MOUNTAIN SCHOOL DISTRICT. THE OBJECTIVES OF THIS PROGRAM WERE--(1) TO ENSURE THAT EACH STUDENT MASTERS NECESSARY BASIC SKILLS AND ESSENTIAL SUBJECT MATTER, (2) TO DEVELOP INDIVIDUAL RESPONSIBILITY FOR INDEPENDENT STUDY AND PROGRESS, (3) TO ENCOURAGE SATISFACTION IN LEARNING, AND (4) TO ENCOURAGE EACH STUDENT TO DEVELOP HIS OWN PARTICULAR TALENTS TO THE MAXIMUM. ACHIEVEMENT AND MENTAL ABILITIES TESTS HAVE BEEN GIVEN TO ALL CHILDREN, WHICH SHOW SATISFACTORY PROGRESS. HOWEVER, THE GREATEST ACCOMPLISHMENT HAS BEEN IN THE CHANGED ATTITUDES TOWARD SCHOOL, AND IN DOING GOOD WORK. (ES)

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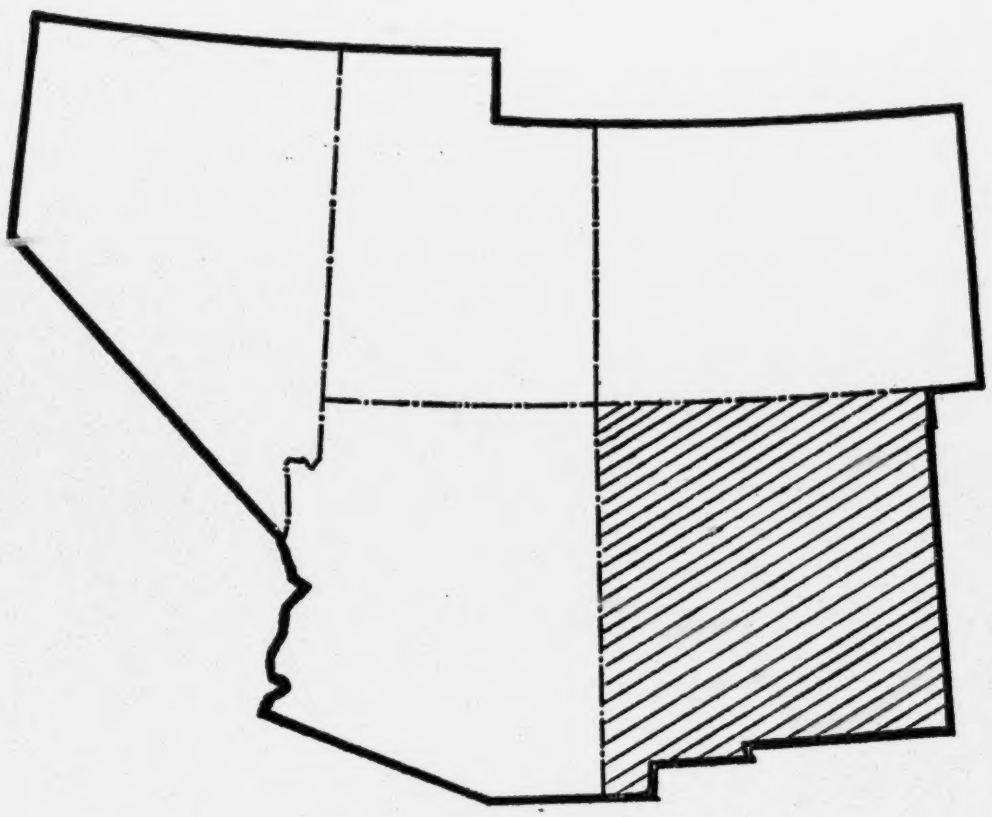
Western States Small Schools Project

THE NONGRADED ELEMENTARY SCHOOL



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Foreword

The purpose of this publication is to assist administrators and teachers contemplating the introduction of a nongraded elementary program. We hope to assist by reporting the experience of Mr. and Mrs. John Thompson, project teachers, Largo Canyon Elementary School, Jemez Mountains Public Schools, Gallina, New Mexico.

This study was conducted under the auspices of the New Mexico Western States Small Schools Project, a project directed by the New Mexico State Department of Education and financed by the Ford Foundation.

The consultant was Mrs. Ellen Hartnett Digneo, Specialist in Teacher Education, New Mexico State Department of Education, who worked consistently with the teacher and the students.

DAN D. CHAVEZ
Project Director

Objectives

1. To make a practical test of the nongraded concept
2. To ensure full consideration of the whole child as an individual, and to make provision to care for his particular needs
3. To provide an environment conducive to better teaching and for better learning
4. To provide for and implement a program of individualized and continuous progress for each child

Each child shall progress throughout the school program at his own best and individual rate, without regard to "grade levels" and without comparison with the progress of other children.

No child shall be required to repeat any year of school work. No child shall be subjected to any such labels as having been "retained" or as "repeating"; or as having "failed" or "flunked."

An attempt shall be made to lessen the problems and tensions caused by the necessity for annual promotions or retentions.

No definite nor specific time limits should be set for the completion of any level of work by any child. Each child shall progress through the levels of achievement at his own rate. Summer vacation, although longer, should constitute no more of a "break" in his progress than does the Christmas vacation.

A child need not be tied down to any particular level in all subjects. He may show varying facility in handling different subjects, and his own schedule should be sufficiently flexible to make reasonable allowance for such differences.

Provision should be made for the needs of each child as an individual; the rapid achiever, the slower achiever, and the more "average" child. Each child's advancement should be considered as an individual case.

The Nongraded Elementary School: The Continuous Progress Program

By MR. AND MRS. JOHN F. THOMPSON

Organization and Administration

The "Continuous Progress Program" is an experiment in individualized progress in a nongraded school. The terms "ungraded" and "nongraded" are used interchangeably, but "Continuous Progress'" better fits the purpose and aims of the program. Goodlad and Anderson, in their book "The Nongraded Elementary School" give the following definition: " . . . nongrading is a vertical pattern of school organization. The nongraded school provides for the *continuous, unbroken, upward* progression of all pupils, from the slowest to the most able."

Largo Canyon School is located in western Rio Arriba County of New Mexico, one of the six schools in the recently (July, 1964) organized Jemez Mountains District No. 53. The school serves four oil and gas company residential areas (called camps or stations) and two ranches.

The school is located almost forty miles from a town of any size, and twenty-five miles from a post office and highway. The maintained dirt roads are occasionally impassable after heavy rains. The first regular telephones were being installed in June, 1965. The somewhat isolated situation adds its own particular problems, but none that need interfere with the operation of the school for good educational practices.

At the close of school, June, 1965, the enrollment for all eight grades was forty-eight pupils. Highest enrollment has been fifty-six. Parents of the children are all El Paso Natural Gas Company or oil company employees, so in general economic levels show no great differences. All children come to school by bus (two buses, three routes), distances varying from two to twenty-four miles.

The school building is large, modern, with a large partly-shaped fenced playground. There are three classrooms, a library, large multi-purpose room, hot lunch kitchen, etc. The staff consists of two teachers, a cook, and two bus drivers (one of whom is janitor).

The teachers have completed two years at the Largo Canyon School: 1963-64 and 1964-65. The opportunity for taking part in a nongraded program in the Ford Foundation Small Schools Project was presented on July 1963, while they were attending summer school at Arizona State College, Flagstaff.

The earlier part of the school term of 1963-64 was spent in studying the school situation, evaluation, and in securing additional information on the nongraded school concept. It was believed that much valuable help might be available in learning of the experiences of others. Investigation showed that there were more than five hundred school systems in the United States operating under some version of the nongraded program—and many of them willing to share their experiences and findings. Most of them proved to be larger, urban schools. However, nongrading appears to be workable in any setting.

Considerable reference material was secured and studied. It was made available to school patrons in various ways — a lending basis, reports, charts, and reproductions. Many letters were written: many meetings and discussions held. The local school board and the school patrons voted one hundred per cent to endorse and accept the program.

After acquaintance with and study of the Largo school situation, and of the children's achievement, the need for a change in direction from the former strictly "graded" program was evident.

Supplementary materials and library books were badly needed. The reading program had formerly been confined to the use of only one reading series for all grades. Many of the texts were tattered and torn; some had pages missing. Library books were few—perhaps less than a hundred volumes for the entire school. In the main, they consisted of cheaper editions of the "Hardy Boys" and the "Nancy Drew" series. There were very few supplementary and library books for the younger children. Reference materials were in general out of date.

A newly active PTA has, in the past two years, given the sum of two hundred and forty dollars for the purchase of library books; two hundred and sixty-three dollars have been available from the district library fund at the same time. The school now has well over five hundred library books, ranging in interest and reading levels from

beginners' easy reading through possibly tenth grade. There are many biographical and historical books, also many of the classics at various levels. An effort has been made to avoid the "watered-down" type of biography, history, and classic. The State Library at Santa Fe has sent regular shipments of books on many and varied topics, as many as one hundred fifty at one time.

The school now has two basic reading series through eighth-grade—four or five texts at each level, and plans have been made to continue adding basic and supplementary materials.

Since the beginning of the program, the teachers have attended two workshops within the state; have observed ungraded schools and individualized instruction classrooms at Denver and Englewood, Colorado and have attended the course on "Individualized Instruction" at Central Washington College, Ellensburg, Washington.

Originally, the program at Largo Canyon School was planned to cover the first three grades and fourth grade language arts, but its concepts and practices were in use throughout the whole school. (Any teacher is aware of the difficulties in attempting to conform to strict grade requirements when teaching any group of children.) The situation at Largo made it possible—even demanded—that teaching be adjusted to each child.

From the beginning, the need for a completely "individualized progress" program began to be evident. These conditions existed:

1. Many of the children were found to be considerably retarded in reading achievement, considering their abilities and background.
2. Poor study habits were the rule rather than the exception.
3. Unenthusiastic attitudes toward school work.
4. Six children out of the original twenty-one in the primary room had repeated one or more grades.
5. Twelve out of thirty in the first four grades were found, at the beginning of the school year, to have more or less severe reading problems, although tested IQs rated from 98 to 120.
6. Two fifth grade girls had almost come to a stand-still in all subjects, due to reading problems.

Achievement and mental abilities tests were given to all children. Evaluation of tests, and of children's daily progress in all fields, seemed to show that conforming to graded standards would only aggravate already existing difficulties.

The nongraded plan has made possible the practice of other good teaching concepts. While children's achievement has been more than satisfactory, the greatest accomplishment has been in the changed attitudes toward school, and in the interest shown in doing good work.

The Nongraded School in Action

As teachers and members of the community, our two years at Largo Canyon have been satisfying. We believe that the nongraded program has proved to be a success. We have put in much hard work and many long hours, but this was not in any particular measure due to the nongraded program, but due to the problems normal in the school situation itself. Teaching some fifty children in all levels of elementary work, handling all school activities—music, physical education, programs, art, playground, lunch room, etc., is a demanding job anywhere. The principal of a small school, in addition to teaching all day, has almost the same supervisory duties as in a larger school, with the added problem of doing (or providing for) his own clerical work. The isolated situation of the school also at times presented its own needs for solutions—a distance of sixty miles to the administrative office, poor roads, no regular mail or telephone service—resulting in inadequacies in communication.

Instead of adding to these general problems, we believe that nongrading has lessened many usual causes of tension, and made easier many aspects of teaching. Results have been tangible, worthwhile, and satisfying to us.

The interest shown in the Largo Canyon School, and the encouragement, help, and friendly cooperation from the supervisors of the project and the staff of the State Department of Education have been very helpful, pleasing, and rewarding.

Children, parents, teachers, and administrators were given the opportunity to become acquainted with the nongraded concept, and to learn of its possibilities and practices. Parents were encouraged to take a more active interest in school; to learn of school operations and procedures; and encouraged to learn of their rights, duties, and responsibilities as school patrons and citizens.

Nongraded has helped the students gain adequate preparation for future school life in Largo Canyon or in other school systems. Since no high school facilities are near, the oil and gas companies have adopted the policy of transferring an employee family out of the canyon area whenever a child is ready to enter the ninth grade.

Each student has been encouraged in an active participation and understanding in all school programs and activities. They are learning to accept and understand likenesses and differences among themselves and other children. They and their parents are pleased to learn that it is possible for each one to make continuous progress at his own particular rate; that success is attainable for every child; and that difficulties need provide only challenges.

Individual evaluation of progress is encouraged and practiced.

Self-reliance is encouraged.

Helpful cooperation is encouraged.

Attitudes of several children—and their parents—have changed from dislike and disinterest to liking school, an active participation and interest in all school activities. The majority of parents and many of the children have expressed their approval of "this new way of doing things."

Compared with the average low reading achievement of the students at the beginning of the project, now all children can read—and read well—at their own particular level. At every opportunity, there is a general clamor to read aloud in any audience situation. All enjoy taking part in creative activities—choral reading and speaking, reports, and dramatizations. Even former shy ones appear at ease before a group. The now well-supplied library has active and continuous use. All children take turns as librarians, monitors, arranging programs, etc.

Many (almost all) write original stories, poems, and plays. Poetry is read often, and well liked. Older children put out a monthly school newspaper, and all are urged to make contributions. Children of different ages and abilities learn to work together harmoniously. Projects, maps, and charts are usually group activities, with each member contributing what he does best, and aiding others in their part.

Commendable progress has been shown in achievement in all subjects. Due to their importance, special emphasis has been given to the language arts. Several children formerly could not handle other subjects, because of reading problems.

Tensions and anxieties over grades and promotions have been notably absent.

Every effort has been made to encourage and further continuous individual progress. Individual differences are recognized and accepted.

We have worked toward the following goals:

1. To ensure that each student masters necessary basic skills and essential subject matter.
2. To develop individual responsibility for independent study and progress.
3. To encourage satisfaction in learning.
4. To encourage each student to develop his own particular talents to the maximum.

None of these come automatically from the adoption of the ungraded concept, but are made possible by its adoption. Nongrading is no panacea for problems of curriculum and instruction. Nongrading a school does not ensure that better progress will be made, nor will better teaching and better learning be guaranteed.

However, a door is opened to more effective, more creative teaching. Wide and far-reaching vistas will appear in all directions. The challenge is great—active interest and hard work from all members of the "team" are necessary to make any program a success.

"In education, we know much better than we do. We have yet to create the best school of which we are capable. But fortunately we have our visions. As soon as one vision is translated into reality, it is replaced by others, and each seems better than the last. To close the gap between reality and our best visions is a great task of human engineering, the mission that challenges every educator who wants to make good schools better."—Goodlad and Anderson, *"The Nongraded Elementary School,"* p. 203.

Shared Responsibilities in the Nongraded School

A. The teacher
   1. Collect and analyze all data available for each child
   2. Compare child's past progress with indications of ability
   3. Determine adequacy of present progress
   4. Determine level of achievement in all areas
   5. Determine direction of progress
   6. What does he need to help him attain his best progress?
   7. Plan for best use of all available materials
   8. Evaluate often

B. The parent
   1. Develop interest in child's progress, in school, in community
   2. Be willing to learn, study, listen, cooperate
   3. Encourage children and school personnel
   4. Evaluate, discuss, compare

C. The child
   1. Recognize and accept the challenge presented by the opportunity for individual continuous progress

D. The administration
   1. Supply interest and open-mindedness
   2. Plan to secure and disseminate information (study groups, workshops, speakers, books, brochures)
   3. Encourage planning and discussion
   4. Consider most effective use of personnel, materials, physical plant
   5. Evaluate—past, present, future

E. All
   1. Recognize that nongrading is an organizational change
   2. Re-evaluate philosophy, policies, and practices of educational system
   3. Will nongrading help us to solve our problems?

Records and Reports

Efforts were made to keep adequate records of each child's progress and achievement, and to give parents full opportunity to be informed. Records were kept as follows:

1. Running anecdotal records on reading (and other subjects as time allowed)

   A loose-leaf indexed notebook, with a page for each child (pages added as needed)

   Informal notes made by teacher on—
   a. Materials covered
   b. Skills covered; learnings achieved
   c. Special reports and activities noted
   d. Any difficulties; needs for help or added practice
   e. Results of same
   f. Any items concerning child's progress, activities, interests, etc.

2. Check lists (samples in appendix)
   a. Individual (discussed with parent. Two copies—one for parent, one left in school records)
   b. Class or group record—covering learnings in each subject at various levels
   c. Reading report — showing dates of completion of basic materials

3. Scheduled parent conferences
   a. Two per year—November and April
   b. Evenings—20 minute periods
   c. Above reports and records discussed
   d. Representative samples of children's work
   e. Each child invited to take part in own conference (parents, children expressed satisfaction with this)

4. Grade record books
5. Regular report cards
6. Cumulative permanent records

Since other schools, high schools, and colleges use comparative letter grading, it seemed advisable to continue its use, although using the two systems proved time-consuming. The teachers believe that the reporting of a child's progress in a subject or activity by means of a one-letter grade has proved to be quite inadequate, and sometimes misleading. The conference-checklist reporting was used throughout the program in order to pro-

vide more complete records, and also to give more adequate, comprehensive reports to parents.

Planning and setting up the checklists require additional time and thought at the beginning of the program (as implementing all new programs do), but once in use—and being cumulative in effect—demand no more time than traditional grading systems. Since they are kept current as the child progresses through levels and stages of achievement, they cause less problems than the tensions often encountered at "report card time." Anecdotal records require very little more effort than placing daily grades in a grade book for every student in every subject, and are far more informative. (Many conscientious teachers in traditional graded schools already make a practice of keeping anecdotal records.)

In the necessities of a pilot project, records and checklists for the program at Largo Canyon were teacher formulated and reproduced. However, many textbook companies have formulated their own checklist type of evaluation. The Scott-Foresman Company's "Seeing Through Arithmetic" has such a series. Many school systems have formulated their own checklist systems of records, and also use them in making reports to parents.

Records and reporting systems need to be planned to fit the individual situation; flexible enough to cover individual progress; and frequently reviewed to make sure they are fulfilling their purpose.

Reporting Pupil Progress in the Nongraded School

The general problem of reporting pupil progress to parents has probably received as much attention from both educators and citizens as any other educational topic. The California State Department of Education reported that they had more inquiries about reporting pupil progress than any other.

Reporting is neither a greater or lesser problem in tthe nongraded school than in a graded school. The differences are:

1. Learning experiences follow a less rigid time schedule
2. Progress data is converted into grade norms
3. Grades are eliminated
4. Performance of each individual is based on his past record
5. The individual goes at his own rate
6. Home and school cooperation is most important
7. Parent gives important information to the teacher
8. The teacher gives the parent a complete accurate picture of the child's own potentiality and his progress

The parent-teacher conference conducted in the school was successfully carried out in the project.

"Reflecting upon the reasons why so many people fail to achieve their physical and mental potentials, Still states, 'It seems pretty clear that it is not because of poor heredity but because they fail to discover that they are able, if they choose, to make more of their lives.' The schools contribute significantly to the views people hold of their own talents. The schools do this in part through their systems for evaluating and reporting children's progress in various aspects of development. It remains to be asked whether the failures of discovery to which Dr. Still refers can be traced at least in part to those systems."

Goodlad and Anderson dedicated their book, "The Nongraded Elementary School" as follows:

"To our children, in the hope that their children will come to know graded schools only through their history books."

Joseph W. Still, "Man's Potential and His Performance," *The New York Times Magazine* (November 24, 1957). p. 37.

Appendix A: Reporting to Parents in the Non-graded Program

Conferences are merely one way of reporting children's school progress to parents (report cards are another). Regularly scheduled conferences are becoming more and more commonly used in many school systems and the method most widely advocated by modern educators. It is very difficult to make an adequate and understandable report covering all aspects of progress by using a one-letter grade. Conferences have been found to be the most fruitful and effective means by which teachers can report to parents.

Many school systems use conferences along with report cards in an alternating pattern. Some schools use conferences and a check-list type of reporting; others use conferences alone.

In conferences, parents can learn of the child's progress in his school subjects, where he is at any particular time, and estimates of future progress. Parents and teachers can become better acquainted and can plan together for the best progress of the child.

We hope this short conference will be of value to you and will give you the opportunity to learn more of the school's program. Please feel free to ask any questions on any matter in which you may be interested.

Largo Canyon School April, 1964

Memo to Parents

Appendix B: Progress Report on Levels of Reading

Levels Were Determined by Use of Various Textbooks

For Administrative Classification, pupils (1-10) would be grade 1, pupils (11-21) would be grade 2, pupils (22-25) would be grade 3, pupils (26-31) would be grade 4, pupils (32-37) would be grade 5, pupils (38-42) would be grade 6, pupil (43) would be grade 7, and pupils (44-47) would be grade 8.

Pupil's No.	Sept. 1963	May 1964	May 1965
1	—	—	1.5
2	—	—	1.5
3	—	—	1.7
4	—	—	1.7
5	—	—	1.7
6	—	—	2.0
7	—	—	2.4
8	—	—	2.6
9	—	—	2.6
10	—	—	2.4
11	1.0	1.6	2.6
12	1.0	1.6	2.6
13	1.0	1.6	2.6
14	1.0	2.0	3.0
15	1.0	2.0	3.0
16	1.0	2.4	3.4
17	1.0	2.4	3.2
18 (retained 1963)	1.2	2.0	3.0
19 (retained 1963)	1.3	2.0	3.2
20 (retained 1963)	1.3	2.0	3.2
21	—	—	3.0
22	1.4	2.6	3.6
23	1.6	3.0	4.5
24	2.0	3.2	4.2
25	2.0	3.2	4.4
26 (retained 1961)	1.6	3.0	5.0
27 (retained 1962)	1.6	3.0	4.7
28	—	4.0	5.2
29	—	4.0	5.3
30	3.0	4.4	6.0
31	—	—	6.0
32	2.0	3.6	5.7
33	3.0	5.0	6.0
34 (retained 1961)	2.6	4.6	6.0
35	4.0	5.3	6.4
36	4.0	5.3	6.4
37	4.5	6.0	7.4
38	5.0	6.4	8.0
39	3.4	4.5	6.1
40	3.4	5.0	6.5
41	5.0	6.5	8.0
42	—	—	5.0
43	—	7.0	8.0
44	6.5	7.2	9.0
45	7.5	8.6	10.0 up
46	7.5	8.6	10.0 up
47	6.7	8.4	10.0 up

(The last three items used the traditional A, B, C, D, and F type of grading, required practice throughout the school system.)

Appendix C: Arithmetic 2

	Read, count, and write to 200	Fractions ½ and ¼	Counting, writing by 2s, 5s, 3s, 10s	Addition to 20	Subtraction to 20	Addition to "tens"	Add 3 No. column	Add 2 digit Nos.	Sub. 2 digit Nos.	Check add. & sub.	Measure length—ins	Temp.—degrees	Weight—liq. meas.	Time—quarter hrs.	Use calendar	Money to 50c	Solve problems	Write, tell problems	Find missing No.				
Charles																						
Gordon																						
Danny																						
Cindy																						
Tina																						
Ronnie																						
DeLois																						
Skeet																						
Val																						
Karen																						

TEACHER'S RECORD — GROUP CHECK LIST

Appendix D: Continuous Progress Program

Child's Name .....

Basic Materials .....Primary.....

READING

Getting Ready .....
Tip .....
Tip and Mitten .....
The Big Show .....
We Look and See .....
We Work and Play .....
We Come and Go .....
Guess Who .....
With Jack and Janet .....
Fun with Dick and Jane .....
Up and Away .....
The New Our New Friends .....
Come Along .....
The New Friends and Neighbors .....
On We Go .....
More Friends and Neighbors .....

Book Title .....
Looking Ahead .....
The New Streets and Roads .....
Climbing Higher .....
More Streets and Roads .....

ARITHMETIC

Happy Way to Numbers .....
Arithmetic I .....
Arithmetic II .....
Arithmetic III .....

SPELLING

My Word Book 1 .....
My Word Book 2 .....
My Word Book 3 .....

PHONICS (workbooks)

Book A .....
Book B .....
Book C .....
Book D .....

(Write date or pages completed in blanks. Cumulative. Make two copies—one for parents' information one for files. This covers only required materials.)

READING CHECK LIST

Appendix E: Continuous Progress Program

SAMPLE TO PARENTS ABOUT INDIVIDUAL CHILDREN

Pupil's name

Date entered

Record begun

Birth date

	Date begun	Date (or pages) completed	Supplementary and/or Library books (No.)	Likes to read	Interested	Listens well	Follows directions	Completes work	COMPREHENSION: Gets main idea	Answers questions	Learns sequence	Appreciates emotional tone	Oral reading reflects meaning	WORD ATTACK: Uses context clues	Picture clues	Phonetic analysis	Structural analysis	VOCAB.: Masters vocab.	Uses vocab. with other materials
Readiness																			
Pre-primer																			
Junior Primer																			
Primer																			
1/2																			
2/1																			
2/2																			
3/1																			
3/2																			
4/1																			
4/2																			

X—satisfactory
O—not complete

Appendix F: Appointment Form for a Reporting Conference

LARGO CANYON SCHOOL

Dear Mr. and Mrs. .....:

We have planned conference schedules as follows:

_____

_____

_____

_____

If these hours are not convenient for you, please let us know when you will be able to come. Any time this week or next can be arranged—evening hours or after school. Children are welcome at their own conference.

Very truly yours,

JOHN F. THOMPSON

Appendix G: Problems Relating to Promotions and-or Retentions

Shall a child who will face considerable difficulties in doing the work of the following grade be promoted?

What problems are caused by retentions—repeating work of an entire grade?

Are double promotions for the fast learner justified?

Is a policy of "Social Promotions"—as opposed to retentions—justifiable?

Are teachers and parents ever concerned over the question of retention or promotion of a particular child?

To what extent can a teacher be expected to teach at a level below or above her own particular grade assignment? And how to solve the problem of encroaching on texts and materials for other grades?

Is academic competition with those of more ability and with wider experiences a good thing for the slow learner?

Should the fast learner be expected to stay with the average and the slow learner in materials and achievement?

How can a child who has already reached the "frustration" level be helped?

Is it possible to ensure that each child really assimilates, understands, and uses school learnings at all levels?

Does every teacher and parent understand accepted promotion policies of a school system?

How can each child be given the help he needs to ensure that he progresses at his own best individual rate?

All teachers, all parents, all administrators are sometimes confronted by one or more of these questions. Just establishing a nongraded program will not solve them, but will provide a basis for realistic attack and a new viewpoint for viewing them.

Memorandum to parents explaining problems related to promotions and retentions.

Appendix H
Questionnaire to Parents

APRIL 22, 1964

For the purpose of making an evaluation of the year's work in the Continuous Progress (ungraded) Program, we will appreciate your help in answering any or all of the following questions:

1. Is this your first experience with an ungraded school? .....
2. Do you think you have received a reasonable amount of information concerning the ungraded program? .....
3. Have you been informed of your child's progress in this program? .....
4. Will you be interested in receiving more information as it becomes available? .....
5. What is your opinion concerning a continuation of this program? .....
6. Do you feel that your child will receive a fair and reasonable placement for beginning next year's work? .....

A short statement and any questions or comments, of your opinion of the ungraded program will be helpful .....

.....

.....

(The above questions are especially meant for parents of children in the primary room. However, any comments or answers from others will be appreciated.)

FOR ALL PARENTS

Parent-Teacher Conferences

Did one or both parents take part in the scheduled conferences? .....

Do you believe that conferences have any value? .....

If "yes"—in what way? .....

.....

.....

If conferences are held next year, what is your opinion as to how many? (Please check answers)

One per school year .....

Twice a year .....

or more .....

Appendix I
The Continuous Progress Program

LARGO CANYON SCHOOL — 1963-64

TABULATION OF RESULTS OF QUESTIONNAIRES TO PARENTS

Date sent out: April 22, 1964.

Number sent out (one to each family): 25.

Number returned: 23.

Answers to questions on Ungraded Program:

	Yes	No	Undecided	No answer
1	22	0		1
2	18	*3		2
3	18	1		3
4	19			4
5	17		1	4
6	19			4

*In question 2, regarding receipt of information, two of the "no" answers were from parents recently moved into the school area.

Answers to questions on Parent Conferences (held in March).

Did parents attend conference? One parent: 4. Both parents: 17. Did not attend: 1 (illness). No answer: 1.

Do you consider that conferences have any value? Yes: 22. No answer: 1.

How often do you think conferences should be held? One per year: 0. Two per year: 15. Three or more: 4. No answer: 0.

Appendix J: Bibliography

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